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specially trained in other subjects, and in many cases their weaknesses are very obvious. Teachers of geography, therefore, will welcome this book written by authors who are not only capable teachers but equally capable specialists in geography—a most fortunate combination for the good of the cause. Every teacher of geography will find this a valuable book for study. Its statement of the fundamentals of elementary-school geography, the best method of procedure in the organization of the subject, the conduct of class work, and the essentials of a teacher's qualifications are sound both geographically and pedagogically. It is the best book of the kind yet written and its use will do much to accelerate better geography teaching.

GEORGE J. MILLER

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*Bookkeeping, Complete Course.* By GEORGE W. MINER. New York: Ginn & Co., 1914. Pp. 334. \$1.40.

This is a revision of the older book *Accounting and Business Practice*, by Moore and Miner. There are more supplementary exercises introduced throughout the book. The first and second sets are replaced by more elaborate ones. The chapter on single entry is relegated to the appendix and a set on corporation accounting is substituted. Sets 3, 5, 6, and 7 are identical in both books and set 4 is much the same.

The same general plan is followed. The fundamental principles are developed. Sets 1 and 2 use journal and ledger; sets 3 and 4 introduce cash sales and purchase books; set 5 presents consignments, drafts, bill-book and special-column cash-book; set 6 illustrates the use of special-column cash-book and journal and auxiliary ledgers.

The merits of the older book are too well known to need comment. The revised text seems to have lost none of the excellent qualities of its predecessor and to have gained by the additions which have been made.

GEORGE A. BEERS

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CHICAGO

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*Mathematical Wrinkles.* By SAMUEL I. JONES. Published by the Author. Pp. viii+321. Cloth, \$1.65 net.

This book would prove a valuable addition to the library or desk of every teacher of mathematics in secondary schools. Aside from furnishing a source of problems that may be drawn upon to supplement the regular classroom text in arithmetic, algebra, or geometry, it contains much other material of great interest not only to teachers but to students as well.

It contains chapters on Arithmetical Problems, Algebraic Problems, Geometrical Exercises, Miscellaneous Problems, Examination Questions, Answers

and Solutions to the Foregoing, Mathematical Recreations, Short Methods, Quotations on Mathematics, Mensuration, Miscellaneous Helps, and Tables.

Among the problems are a number of interesting old historical problems and puzzles. The chapter on mathematical recreations contains a valuable collection of recreations that may be used in the school, and contains an interesting account of the "fourth dimension" easily intelligible to pupils. The chapter on short methods should be of great value to teachers.

FRANCIS W. PARKER SCHOOL  
CHICAGO, ILL.

JAMES F. MILLIS

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*Plant Life and Plant Uses.* By J. G. COULTER.

*Plant Life and Plant Uses* is a book designed to give the boys and girls of secondary schools a knowledge of the ways plants live and their relation to man.

The language is very simple and close to that of the average high-school boy or girl. The author has eliminated all the technique possible in a book of this type. Because of this fact the book has been criticized as not being scientific enough to be used as a text in a science course. The facts, however, are clearly stated and are comprehensible to the youngest beginner.

The organization consists of a general discussion of the parts of the higher plants and the uses of each, followed by a more elaborated study in the succeeding chapters. The last two chapters are given over to the evolutionary sequence of plant life. The author stays close to his organization. No special treatment is given to the more economic phases of the subject. These topics are briefly discussed along with the subjects to which they are most closely related. There is such a demand in our high schools for a practical knowledge of botany, that I believe the author would have been justified in giving a more intense treatment of this feature.

The facts presented in the book are up to date and well chosen. For a class whose purpose is to learn of the activities and relations of plants, this is a very commendable text. Many teachers who must depend upon the text for the organization of their subject should be able to give a creditable course with this book.

BLOOMINGTON, IND.

C. E. MONTGOMERY

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*A Source Book of English History for the Use of Schools.* Edited by ARTHUR D. INNES. Vol. I, 597-1603 A.D. Cambridge University Press, 1912.

This attempt by an English scholar to solve the problem of suitable source material for the use of secondary schools entails no substantial duplication of the work of American collectors. Of its 97 selections only some 17 appear in